



McKenzie
INSTITUTE
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Center for Postgraduate Study in
Mechanical Diagnosis and Therapy®
www.mckenziemdt.org

2012 MDT Clinical Skills Update Goals and Objectives

THE MCKENZIE INSTITUTE® INTERNATIONAL

COURSE GOALS

This advanced level course focuses on review and update of the principles and application of the McKenzie theory and techniques of Mechanical Diagnosis and Therapy® (MDT). The curriculum will include more intensive clinical reasoning and problem solving through a high volume of patient demonstrations and case study analysis involving all regions of the spine as well as the extremities. Each major subdivision of the course has very specific educational objectives that will reinforce and increase knowledge and skills which will further refine your own abilities in applying these principles.

Following attentive participation and completion, this course will provide participants with advanced knowledge and skills to:

1. More effectively apply the McKenzie Method® of Mechanical Diagnosis and Theory to patients with spine or extremity problems.
2. Further cultivate patient interviewing skills to accurately determine the most efficient examination pathway.
3. With the more challenging patient, distinguish between the McKenzie syndromes (postural, dysfunction, and derangement) as applied to the spine and extremity problems, and provide appropriate treatment regimens for each of the syndromes and their sub-classifications.
4. More readily identify when the application of external forces or external stabilization is required for the resolution of symptoms using McKenzie's "progression of forces" concept.
5. Refine the ability to teach patients to apply the therapeutic processes on their own to maintain treatment goals.

➔ THE MCKENZIE METHOD - REVIEW AND UPDATE OF THE PRINCIPLES AND APPLICATION

OBJECTIVES

With sufficient time to practice, participants will be able to meet and achieve the following objectives:

1. Review and differentiate the characteristics of the three McKenzie syndromes (postural, dysfunctional, and derangement).
2. Review the assessment form documentation terminology pertinent to MDT.

➔ PATIENT TREATMENT SESSIONS

OBJECTIVES

With sufficient time to practice, participants will be able to meet and achieve the following objectives:

1. Accurately record the examination process.
2. Accurately predict course of treatment following the patient interview.
3. Identify the most applicable mechanical, symptomatic, and functional baselines.
4. Accurately assess patient response to treatment at follow-up(s).
5. Alter treatment plans as necessary based on mechanical, symptomatic, and functional baselines.

➔ PRACTICAL SESSIONS

OBJECTIVES

With sufficient time to practice, participants will be able to meet and achieve the following objectives:

1. Perform and teach the self-treatment procedures for the spine and extremities
2. Perform clinician techniques (mobilizations only) for the spine and extremities.
3. Apply the "progression of forces."

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CSU Course Timeline:

Day 1

7:30am – 8am	Registration-Continental Breakfast
8:00am – 9:00am	Overview of MDT Principles
9:00am – 9:45am	Patient Demo and Analysis #1
9:45am – 10:00am	Break
10:00am – 10:45am	Patient Demo and Analysis #2
10:45am – 11:30am	Patient Demo and Analysis #3
11:30am – 12:00pm	Problem Solving & Discussion
12:00pm – 1:00pm	Lunch
1:00pm – 1:45pm	Patient Demo and Analysis #4
1:45pm – 2:30pm	Patient Demo and Analysis #5
2:30pm – 2:45pm	Break
2:45pm – 3:15pm	Technique Practical Session & Discussion
3:15pm – 4:00pm	Patient Demo and Analysis #6
4:00pm – 4:45 pm	Patient Demo and Analysis #7
4:45pm – 5:15pm	Discussion

Day 2

7:30am – 8:00am	Continental Breakfast & Networking
8:00am – 9:20am	Reassessment Patients 1 & 2 & 3 & 4
9:20am – 9:30am	Discussion
9:30am – 9:45am	Break
9:45am – 10:30am	Problem Solving
10:30am – 11:20am	Reassessment Patients 5 & 6
11:20am – 11:30am	Discussion
11:30am – 11:45pm	Break
11:45pm – 12:05pm	Reassessment Patient 7
12:05pm – 1:00pm	Problem Solving, Observation and Discussion of Key Factors

Total contact hours 12

NOTE: The actual order of topics and timeline may vary between individual instructors' activities and patient simulation scheduling. Each day incorporates a sufficient lunch and breaks where appropriate and the interactive nature of the curriculum keeps students fully engaged. It is mandated by the Institute that all faculty adjust accordingly to maintain the prescribed 12-contact hour requirement.